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# PSC 502: Methods of Inquiry

4 credits

Spring 2021

Online

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## **Course Description**

Graduate education is about training yourself to do research. As an undergraduate, you learned how to be a discriminating user of information, but in graduate school, you will learn to be a producer of new information. In this course, we begin this training by exploring various aspects of the conduct of research, with a focus on researching political and policy questions. We will explore how a researcher conceives of important questions, develops potential answers, defines relevant concepts, and then how one collects and compares empirical data to evaluate these questions validly and reliably. This course lays the foundation for conducting both academic and practical research. The issues we deal with this semester will be among those that you deal with in every other class you take in your graduate program. More important, this course raises questions with which you will grapple throughout your professional career, whether in academia or outside it, both in conducting and evaluating research. We will mostly be discussing these concepts through the lens of social science research, but I encourage you to apply what you learn in this class to your current or potential career as well. We can work together to make this class your own and as useful to your needs as possible, whether you are conducting social science research, policy analysis, program evaluation, or trying to become a better consumer of information.

The work assigned in this course is designed to improve your ability to think critically and analytically about how we gain the knowledge that is generated by research. Our assignments will focus on both building an understanding of the basics of research design and on the ability to apply those basics to your own research. These assignments will not be undergraduate “read and regurgitate” tasks. You will be asked to process the material, connect the material from one week to the material from other weeks, and apply the material to real research questions.

## **Course Objectives**

The objective of this course is to provide students with an introduction to empirical research in social sciences. Students will learn how scholars in the social sciences formulate research questions, develop theories to answer those questions, and use empirical techniques to test the validity of those theories. More specifically, students will learn how to craft and refine a research question, define and measure concepts, formulate a theory and hypotheses, create a research design in order to collect data, and test theoretically driven hypotheses with empirical evidence. The ultimate goal of this undertaking is to start students down a path to creating knowledge about the world of politics and global studies using the scientific process.

**Learning Outcomes**

Upon successful completion of this course, students will be able to distinguish and articulate key concepts in basic social science research design, consume academic research in political science, demonstrate critical analysis skills in assessing that academic research, and understand how to produce knowledge using a scientific approach. To demonstrate these outcomes, students will be required to complete a research design, essentially the front half of a research paper, which may serve as the basis for a future research project or even the student’s thesis.

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## **Course Expectations**

Students will use the internet to access the Canvas course page. The course has a modular structure and for the most part, each module will last one calendar week (Tuesday to Monday). Other than the designated work weeks, each module will consist of required readings and video lecture(s). Additionally, every student is required to complete a research design in this course and there will be several short writing assignments throughout the semester which will serve as building blocks for your research design. Each of these assignments will have clear instructions and you will be given at least one module to complete each of these assignments.

For each module, all assigned readings and lectures will be available on Canvas beginning Tuesday. You should complete all of the required readings before watching the video lectures. If a module also contains a writing assignment, instructions for that assignment will also be available beginning Tuesday. Assignments for this class will always be due on Monday evenings at 11:59pm. This staggered calendar-week schedule is designed so that everyone has the option of completing their assignments and class work either during the week or on the weekend. Additionally, the Monday deadlines provide everyone, particularly those who complete the majority of their work on weekends, enough time to reach out with any questions or concerns they may have about their assignments before having to submit them.

By registering for this online course, students commit to self-motivated study, participation in online course activities, and the submission of all assignments on time. Furthermore, they commit to accessing Canvas and checking email at least four times a week and to devoting at least as much time to this online course as to a comparable traditional class on campus. This course will work well only if you read the assigned readings and access the lectures according to the assignment schedule. It is important to stay on schedule with the reading, lectures, and written assignments.

## **UIS Academic Integrity Policy**

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the [UIS Academic Integrity Policy](http://www.uis.edu/academicintegrity).

Academic dishonesty in an online learning environment may include the following scenarios:

* Having a tutor or friend complete a portion of your assignments
* Having a reviewer make extensive revisions to an assignment
* Copying work submitted by another student to a public class meeting
* Using information from online information services without proper citation
* Posting any work as your own that has been written by another author(s)

## **Academic Accommodations**

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder.  In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include but are not limited to extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

## **Library Resources**

Get help at your library!  You can access library resources, databases, and helpful research guides from [Brookens Library](http://library.uis.edu/).

For in-depth help, please contact one of our librarians directly via email or schedule a one-on-one research consultation conducted in-person, over the phone, or online.

[View full list of librarians by subject](https://libguides.uis.edu/librarians).

**The Learning Hub**

The Learning Hub provides students on campus with many services including online and face-to-face tutoring for writing, science, exercise science, academic skills, business, computer science, and math; supplemental instruction; workshops; and online resources. Any student who is enrolled at UIS is eligible for the free services.

If you feel like you need extra help in the class, please use this service along with instructor help.

Appointments can be made by contacting The Learning Hub at (217) 206-6503, [thehub@uis.edu](mailto:thehub@uis.edu), or in person at Brookens 460. You may also use this link to access a “Make an Appointment” form to ensure you give them all the information needed to schedule an appointment. When making an appointment, please have the following information ready:

Course number

Instructor

Assignment/Paper Length

Available Days and Times

## **Required Texts**

1. Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press.

All other required readings, which will mostly consist of journal articles and selected book chapters, will be posted to Canvas.

## **UIS Resources**

[University of Illinois at Springfield](http://www.uis.edu/)

[[Information Technology Services (ITS)](http://www.uis.edu/)](http://www.uis.edu/its)

[University Webmail](http://webmail.uis.edu)

[Canvas](https://go.uis.edu/canvas)

[The Learning Hub](http://www.uis.edu/thelearninghub/)

[Documentation Style Guides](http://www.uis.edu/thelearninghub/writing/handouts/#Helpful) (from The Learning Hub)

[The Career Development Center](http://www.uis.edu/career/)

## **Course Requirements**

## Complete all assigned readings, videos, and graded assignments. As a best practice, please keep a backup copy of all assignments that you submit.

## **Access the course materials and complete assignments** within the guidelines as established in the course calendar. You should be visiting the course Canvas page several times a week.

## **Adhere to assignment deadlines as outlined on Canvas and the course schedule. Late submissions may be subject to partial or no credit. However, I recognize we are all living through unprecedented times and many of us are currently facing, or may in the future face, unexpected challenges. If you find yourself in a situation where your ability to meet course deadlines is compromised, please let me know. I will, to the best of my abilities, work with you to come up with a solution that will allow you to complete the required components of this course.**

## **Course Communication**

The best way to contact me is through email or through the messenger function on Canvas, but we can also schedule Zoom meetings and telephone consultations as needed. I typically respond to emails within 24 hours Monday through Friday and within 48 hours on weekends. You will likely receive a response from me faster than this timeline. If fact, if you do not receive a response from me within this timeframe, it is okay to assume I did not receive your original message and please feel free to contact me again.

Office Hours:

Since this is an online class, I will hold office hours by appointment via Zoom. To set up a meeting, send me an email with some suggested times. I encourage all students to attend office hours whenever they wish to discuss, or ask questions about, course content and assignments. Please view my office hours as time that I have set aside to answer your questions, clarify class discussions, and help you succeed in class.

### Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. I recommend you review the following [tips for interacting online](https://www.livinginternet.com/i/ia_nq.htm) in e-mail and/or discussion board messages compiled by Chuq Von Rospach and Gene Spafford.

Everyone must plan an active role in helping to facilitate and maintain a safe and comfortable learning environment where everyone should feel free to participate, ask questions, engage the course and support one another. To do this successfully, we must remain mindful and respectful of each other’s freedom of thought and speech and provide mutual respect. Everyone should feel comfortable expressing themselves and their views. There must be a clear respect for diversity of participants including respect for gender, race/ethnicity, religion, disability, age, sexual orientation, socio-economic status, as well as culture, beliefs and personal values.

Here are some tips for discussing serious and potential sensitive topics with your peers:

* Be empathetic and remember that this environment is a safe place for making mistakes.
* Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.
* Use specific questions, examples, and research as a way of making your point.

## **Methods of Evaluation and Explanation of Each Assignment**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Percent of Final Grade** | **Due Date**  (all at 11:59pm) |
| Personal Introduction (& other misc. assignments) | 5% | Monday, 1/25 |
| Research Question and Annotated Bibliography Memo | 15% | Monday, 2/15 |
| Theory and Hypothesis Memo | 10% | Monday, 3/1 |
| Sampling and Measurement Memo | 15% | Monday, 3/22 |
| Data Collection and Analysis Memo | 10% | Monday, 4/12 |
| Rough Draft of Research Design | 5% | Sunday, 4/25 |
| Peer Review Memo | 10% | Monday, 5/3 |
| Final Research Design | 20% | Monday, 5/10 |
| Presentation of Research Design | 10% | Monday, 5/10 |

| Percent Range | Letter Grade |
| --- | --- |
| 100-93 | A |
| 92-90 | A- |
| 89-87 | B+ |
| 86-83 | B |
| 82-80 | B- |
| 79-77 | C+ |
| 76-73 | C |
| 72-70 | C- |
| 69-67 | D+ |
| 66-63 | D |
| 62-60 | D- |
| 59 and below | F |

*More information and the scoring breakdown for each assignment can be found on each assignment page on Canvas.*

Personal Introduction (due: 1/25/21)

Answer the following questions on the class introductions discussion board.

* Why is your name?
* Where are you from?
* Why are you taking this class?
* What do you expect to get out of this class?
* How does this class fit in with your career goals?
* What are some political science topics that interest you? (You can be vague, but I mean for this section to get you thinking about potential topics for your research design).

Feel free to then comment on any of your classmate’s posts.

Research Question and Annotated Bibliography Memo (due: 2/15/21)

Section 1: Research Question

Clearly state you research question. Then, write one to three paragraphs that justify your question by arguing for its theoretical and/or practical importance. If you are having difficulties with this part, I recommend that you read the first few pages of several political science journal articles for examples of how scholars make these arguments of a question’s importance. Consider articles that do and do not convince you of their questions’ importance and consider why this is the case in each instance. This will help you work up your own argument.

Section 2: An Annotated Bibliography

When you read each research article, or book, you should answer the following questions to the best of your ability:

1. What is the bibliographic citation for this article?
2. What is the article’s research question(s)? Put another way, what is the basic information the researchers are seeking in this project?
3. What are the key concepts, the phenomena implicitly or explicitly referenced in the research question, and how are they measured as independent or dependent variables?
4. What is the article’s theory, the logical explanation of how and why the concepts are related?
5. What are the article’s hypotheses, the statements predicting a relationship between two or more variables?
6. What data is collected by the authors and how is it collected?
7. What research method(s) do the researchers use to test the hypotheses?
8. What is the article’s key empirical finding(s)? Do the authors present convincing evidence that supports their hypotheses? If not, why not? What are the implications of these findings?

Answer these questions for every source cited in your annotated bibliography. You need to cite, and therefore read, at least 20 articles or books and eventually synthesize these sources into a coherent literature review for your research design. This initial process of understanding the literature will make the process of organizing and writing a literature review much easier for you.

Theory and Hypothesis Memo (due: 3/1/21)

Write one to three pages explicitly stating and then justifying the plausibility of one of the central hypotheses that your project is designed to test. Remember that hypotheses:

* Answer your research question directly and explicitly,
* Are the result of an argument based on a theory/story about an underlying causal process in the world and your logical application of it to your question, and
* Are appropriately supported by citations to published research or other supporting evidence (with a list of these references attached to your memo).

Note that you may have more than one hypothesis for your research question if you have more than one theory/casual story.

I urge you to notice how this sort of hypothesis development and justification is done in the journal articles you read, both those articles on the syllabus for this or others courses and those you find and read for your papers.

At the top of this memo, write your research question in a single sentence in its most up-to-date form.

Sampling and Measurement Memo (due: 3/22/21)

Section 1: Sampling Procedures

Describe and justify how you will select the specific cases you will use in your study.

This includes an explicit discussion of your:

* Target population and unit of analysis,
* Study sample,
* Sampling procedures (whether formal or informal), and
* Arguments and citations supporting each decision.

Depending on your research question, the differences between your target population and your study sample will vary to differing degrees. For example, if your unit of analysis is wars, you may only be analyzing one to three wars, but if your unit of analysis is congressional elections, you will probably be analyzing all congressional elections within a given timeframe. This section of the memo should explain how and why your study sample is different from your target population and why you believe your study sample is best suited to test your hypothesis and answer your research question.

Section 2: Measurement

Describe your measurement strategy for one of the variables, either the dependent variable or the independent variable, in your hypothesis. This will include:

* A clear explanation of the concept,
* A detailed description and discussion of the measure’s operationalization and data-gathering approach, and
* An evaluation of the measure’s reliability and validity as an indicator of the concept you want to measure.

Once again, depending on your research question, the differences between the theoretical concept you are trying to measure, and your actual operationalization and measurement of that concept will vary to differing degrees. For example, the concepts of electoral success or political participation have more direct measures than do the concepts of political knowledge or democracy.

At the top of this memo, write your research question and hypothesis(es), each in a single sentence in their most revised form. As always, cite your sources of information as appropriate and add a list of references at the end of your memo. This memo should be about three to six pages.

Data Collection and Analysis Memo (due: 4/12/21)

Write one to four pages describing and justifying the data collection plan you will use to gather the data necessary to test your hypothesis and answer your research question. What data will you be collecting and what are the source(s) of your data? What research method(s) will you be using to collect and later analyze your data? Explicitly discuss at least a few threats to the validity of any causal statements that this plan would allow you to make about your hypothesis and research question.

At the top of this memo, write your research question and hypothesis(es), each in a single sentence in their most revised form. And as always, cite your sources of information as appropriate and add a list of references at the end of your memo.

Final Research Design (due: 5/10/21)

Your final research design will not simply be all of your preliminary memos put into one Word document. You will use the feedback you get from me on each memo, the feedback you received from your peer reviewer on your rough draft, and what you learn as the semester progresses, to revise, develop, and expand upon these memos for the final paper. In addition, you may have more than one hypothesis to develop in your paper, and you will have several variables for which to develop measurement plans. The end product should roughly contain the material covered in the journal articles we will read this semester right up to the results section. That means an introduction, literature review, theory/hypothesis section, and a methodology section. You will take your memos and the feedback you received to build out these sections in a coherent manner.

*Rough Draft (due: 4/25/21)*

The rough draft of your research design does not need to be a completed draft, but you must submit something showing you have gone beyond your initial drafts of each memo. Additionally, since one of your classmates will be reviewing your rough draft and offering advice and ideas for potential improvements, the more complete your rough draft is, the more thorough the feedback you will receive.

Peer Review Memo (due: 5/3/21)

You are responsible for reviewing one of your classmate’s rough drafts. In your memo, you should offer advice on how the author might improve their research design. Your memo should do more than point out typos or misspellings; although, I am sure your classmate would appreciate this as well. Instead, you should identify areas of the rough draft that you believe need further explanation or you might have an idea of how a particular concept might be measured more effectively. It is perfectly okay, and actually expected, that you will not have the same content knowledge as the author of the rough draft you are reviewing. If anything, this allows you to provide better feedback to the author because you will be better able to point our jargon and other information that the author incorrectly assumed was common knowledge. Overall, use the advice you received in the course readings and lectures to complete your peer review.

Presentation of Research Design (due: 5/10/21)

When you submit your completed research design, you will also submit a prerecorded presentation about your research design. In your presentation, you should present your research question and explain why you think this research question is important and what motivated you to pursue this research question. Next, you should briefly review the relevant literature. This is normally the shortest part of a research presentation because you normally have limited time and should spend that time discussing your new contributions. Next, present your theory and hypotheses. Finally, present your methods sections which includes a discussion of the data that needs to be collected, the measurement of concepts, and the methodology you will use to collect and analyze your data. Your presentation should be no more than 8 to 10 minutes. You are welcome to use other programs if you prefer, but everyone has access to Zoom, which can be used to record your presentation. Overall, use the advice you received in the course readings and lectures to complete your presentation.

## **Course Calendar**

Below is an outline of the course calendar with the due dates of major assignments and each module’s required readings. Please note this schedule is subject to change.

**Module 1: Class Introductions and Introduction to Political Science Research (1/19 - 1/25)**

Readings:

* Johnson, Janet Buttolph, and H.T. Reynolds. 2005. *Political Science Research Methods*. 5th ed. Washington, D.C.: CQ Press. (Chapter 2: Studying Politics Scientifically)
* Keohane, Robert O. 2009. “Political Science as a Vocation.” *PS: Political Science and Politics* 42(2): 359–63.
* Schwartz, M. A. 2008. “The Importance of Stupidity in Scientific Research.” *Journal of Cell Science* 121(11): 1771–1771.

Assignments:

* Class Introductions (due: 1/25, 11:59pm)

**Module 2: Research Questions (1/26 - 2/1)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 1: From Research Topic to Research Question)
* Day, Christopher, and Kendra L. Koivu. 2019. “Finding the Question: A Puzzle-Based Approach to the Logic of Discovery.” *Journal of Political Science Education* 15(3): 377–86.
* Zigerell, L.J. 2011. “Of Publishable Quality: Ideas for Political Science Seminar Papers.” *PS: Political Science and Politics* 44(3): 629–33.

**Module 3: Literature Reviews (2/2 - 2/8)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 3: Doing Pre-Research)
* Knopf, Jeffrey W. 2006. “Doing a Literature Review.” *PS: Political Science and Politics* 39(1): 127–32.
* [UIS Center for Academic Success's Advice on Writing a Literature Review](https://www.uis.edu/cas/thelearninghub/writing/handouts/research-methods/literature-review/#:~:text=The%20purpose%20of%20a%20literature,conducting%20your%20own%20original%20research.)

**Module 4: Work Week (2/9 – 2/15)**

Assignments:

* Research Question & Annotated Bibliography Memo (due: 2/15, 11:59pm)

**Module 5: Theory and Hypotheses (2/16 – 2/22)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 2: From Research Question to Theory to Hypothesis)
* Fearon, James D. 1991. “Counterfactuals and Hypothesis Testing in Political Science.” *World Politics* 43: 169–95.
* Canes-Wrone, Brandice, Michael C. Herron, and Kenneth W. Shotts. 2001. “Leadership and Pandering: A Theory of Executive Policymaking.” *American Journal of Political Science* 45(3): 532-550.

**Module 6: Research Design (2/23 – 3/1)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 4: Choosing a Design That Fits Your Question)
* Gschwend, Thomas, and Frank Schimmelfennig. 2007. “Introduction: Designing Research in Political Science — A Dialogue between Theory and Data.” In *Research Design in Political Science: How to Practice What They Preach*, eds. Thomas Gschwend and Frank Schimmelfennig. London: Palgrave Macmillan UK, 1–18.
* USC Libraries. “Organizing Your Social Science Research Paper: 6. The Methodology.” *USC Libraries*. <https://libguides.usc.edu/writingguide/methodology> (December 29, 2020).
* Adcock, Robert, and David Collier. 2001. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research.” *American Political Science Review* 92(3): 529–46.

Assignments:

* Theory & Hypothesis Memo (due: 3/1, 11:59pm)

**Module 7: Qualitative Research (3/2 – 3/8)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 5: Case Selection and Study Design for Qualitative Research)
* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 6: Qualitative Data Collection and Management)
* Baxter, Pamela, and Susan Jack. 2008. “Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers.” *The Qualitative Report* 13(4): 544–59.
* Collier, David. 2011. “Understanding Process Tracing.” *PS: Political Science & Politics* 44(04): 823–30.
* Fenno, Richard F. 1977. “US House Members in Their Constituencies: An Exploration.” *American Political Science Review* 71(3): 883–916.

**Module 8: Quantitative Research (3/9 - 3/15)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 7: Quantitative Data Collection and Management)
* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 8: Preparing Quantitative Data for Analysis)
* Edwards III, George C, Andrew Barrett, and Jeffrey Peake. 1997. “The Legislative Impact of Divided Government.” *American Journal of Political Science* 41(2): 545–63.
* Binder, Sarah A. 1999. “The Dynamics of Legislative Gridlock, 1947-96.” *The American Political Science Review* 93(3): 519–33.

**Module 9: Mixed Methods Research (3/16 - 3/22)**

Readings:

* Niedzwiecki, Sara, and David Nunnally. 2017. “Mixed-Methods Research in the Study of Welfare States.” *PS: Political Science & Politics* 50(04): 1028–31.
* Cyr, Jennifer. 2017. “The Unique Utility of Focus Groups for Mixed-Methods Research.” *PS: Political Science & Politics* 50(04): 1038–42.
* Seawright, Jason, and John Gerring. 2008. “Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options.” *Political Research Quarterly* 61(2): 294–308.
* Fridkin, Kim, Amanda Wintersieck, Jillian Courey, and Joshua Thompson. 2017. “Race and Police Brutality: The Importance of Media Framing.” *International Journal of Communication* 11.
* Hassell, Hans J. G. 2016. “Party Control of Party Primaries: Party Influence in Nominations for the US Senate.” *Journal of Politics* 78(1): 75–87.

Assignments:

* Sampling & Measurement Memo (due: 3/22, 11:59pm)

**Module 10: Causal Inference (3/23 - 3/29)**

Readings:

* King, Gary, Robert O Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, New Jersey: Princeton University Press. (Chapter 3: Causality and Casual Inference)
* Keele, Luke. 2015. “The Discipline of Identiﬁcation.” *PS: Political Science & Politics* 48(01): 102–6.
* Dunning, Thad. 2008. “Improving Causal Inference: Strengths and Limitations of Natural Experiments.” *Political Research Quarterly* 61(2): 282–93.
* Geddes, Barbara. 1990. “How the Cases You Choose Affect the Answers You Get.” *Political Analysis* 2: 131–50.
* Carroll, Aaron E. 2018. “Workplace Wellness Programs Don’t Work Well. Why Some Studies Show Otherwise.” *The New York Times*. <https://www.nytimes.com/2018/08/06/upshot/employer-wellness-programs-randomized-trials.html> (December 28, 2020).

**Module 11: Experiments (3/30 - 4/5)**

Readings:

* Gerber, Alan S., and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*. Norton. (Chapter 1: Introduction)
* Saint-Germain, Michelle. “Experimental Designs for Research.” *PPA 696 Research Methods*. <https://web.csulb.edu/~msaintg/ppa696/696exper.htm#Pre-test/Post-test%20control%20group%20design> (March 26, 2021).
* Preece, Jessica, and Olga Stoddard. 2015. “Why Women Don’t Run: Experimental Evidence on Gender Differences in Political Competition Aversion.” *Journal of Economic Behavior & Organization* 117: 296–308.
* Campbell, Rosie, and Philip Cowley. 2014. “What Voters Want: Reactions to Candidate Characteristics in a Survey Experiment.” *Political Studies* 62(4): 745–65.
* Broockman, David E. 2013. “Black Politicians Are More Intrinsically Motivated to Advance Blacks’ Interests: A Field Experiment Manipulating Political Incentives.” *American Journal of Political Science* 57(3): 521–36.
* Wintersieck, Amanda L. 2017. “Real-Time Fact-Checking Can Change People’s Opinion about a Candidate, but Only If the Ratings Are Decisive.” *USAPP- American Politics and Policy*. <https://blogs.lse.ac.uk/usappblog/2017/03/23/real-time-fact-checking-can-change-peoples-opinion-about-a-candidate-but-only-if-the-ratings-are-decisive/> (December 28, 2020).

**Module 12: Survey Research (4/6 - 4/12)**

Readings:

* Butt, Sarah, Sally Widdop, and Lizzy Winstone. 2016. “The Role of High Quality Surveys in Political Science Research.” In *Handbook of Research Methods and Applications in Political Science*, ed. H Keman. Cheltenham, UK: Edward Elgar Publishing, 262–80.
* Brady, Henry E. 2000. “Contributions of Survey Research to Political Science.” *PS: Political Science and Politics* 33(1): 47–57.
* PEW Research. “Collecting Survey Data.” *Pew Research Center Methods*. <https://www.pewresearch.org/methods/u-s-survey-research/collecting-survey-data/> (December 26, 2020).
* PEW Research. “Questionnaire Design.” *Pew Research Center Methods*. <https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/> (December 26, 2020).
* Berinsky, Adam J. 2018. “Telling the Truth about Believing the Lies? Evidence for the Limited Prevalence of Expressive Survey Responding.” *The Journal of Politics* 80(1): 211–24.
* Berinsky, Adam J., Gregory A. Huber, and Gabriel S. Lenz. 2012. “Evaluating Online Labor Markets for Experimental Research: Amazon.Com’s Mechanical Turk.” *Political Analysis* 20(3): 351–68.

Assignments:

* Data Collection & Analysis Memo (due: 4/12, 11:59pm)

**Module 13: Interviews and Participant Observation (4/13 - 4/19)**

Readings:

* Curry, James M. 2017. “In-Depth Qualitative Research and the Study of American Political Institutions.” *PS: Political Science & Politics* 50(01): 114–20.
* Goldstein, Kenneth. 2002. “Getting in the Door: Sampling and Completing Elite Interviews.” *Political Science & Politics* 35(04): 669–72.
* Leech, Beth L. 2002. “Asking Questions: Techniques for Semistructured Interviews.” *Political Science & Politics* 35(04): 665–68.
* Aberbach, Joel D., and Bert A. Rockman. 2002. “Conducting and Coding Elite Interviews.” *Political Science & Politics* 35(04): 673–76.
* Berry, Jeffrey M. 2002. “Validity and Reliability Issues In Elite Interviewing.” *Political Science & Politics* 35(04): 679–82.
* Woliver, Laura R. 2002. “Ethical Dilemmas in Personal Interviewing.” *Political Science & Politics* 35(04): 677–78.
* Gillespie, Andra, and Melissa R. Michelson. 2011. “Participant Observation and the Political Scientist: Possibilities, Priorities, and Practicalities.” *PS: Political Science & Politics* 44(02): 261–65.
* Find an example of a political science research article that primarily uses interviews or participant observation and read it to see how some of the above advice is applied during the research process.

**Module 14: Writing and Presenting Research (4/20 - 4/26)**

Readings:

* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 9: Writing Up Your Research)
* Zigerell, L. J. 2013. “Rookie Mistakes: Preemptive Comments on Graduate Student Empirical Research Manuscripts.” *PS: Political Science & Politics* 46(01): 142–46.
* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 11: Posters, Presentations, and Publishing)

Assignment:

* Research Design (Rough Draft) (due: 4/25, 11:59pm)

**Module 15: Research Ethics and Peer Review (4/27 – 5/3)**

Readings:

* [UIS Institutional Review Board](https://www.uis.edu/research/research-integrity/institutional-review-board/) (check out the links too)
* Fujii, Lee Ann. 2012. “Research Ethics 101: Dilemmas and Responsibilities.” *PS: Political Science & Politics* 45(04): 717–23.
* Cronin-Furman, Kate, and Milli Lake. 2018. “Ethics Abroad: Fieldwork in Fragile and Violent Contexts.” *PS: Political Science & Politics* 51(03): 607–14.
* Whitfield, Gregory. 2019. “TRENDS: Toward a Separate Ethics of Political Field Experiments.” *Political Research Quarterly* 72(3): 527–38.
* Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student’s Practical Guide*. CQ Press. (Chapter 10: Practicing Peer Review)

Assignments:

* Peer Review Memo (due: 5/3, 11:59pm)

**Module 16: Work Week (5/4 – 5/8)**

Assignments:

* Research Design (Final Draft) (due: 5/10, 11:59pm)
* Research Design (Presentation) (due: 5/10, 11:59pm)

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